

2019 MULTICULTURAL YOUTH LEADERSHIP SUMMIT

Salt Lake
Community
College



POST-EVENT REPORT

MULTICULTURAL YOUTH
LEADERSHIP
SUMMIT

Salt Lake
Community
College



Utah Division of
Multicultural Affairs

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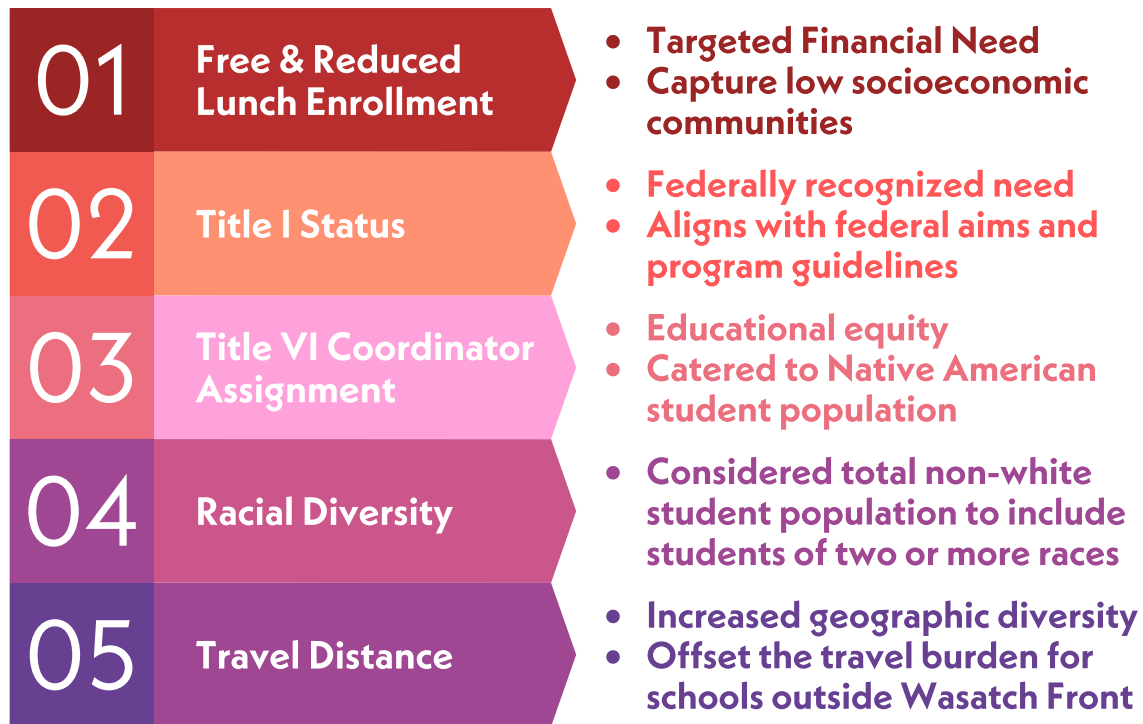
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ATTENDANCE REPORT



For the 2019 Multicultural Youth Leadership Summit, the Utah Division of Multicultural Affairs approached the registration process differently to increase the amount of students who came from marginalized communities. Efforts and resources were invested in focusing on populations who may have less opportunities or access to information, resources, and professional leadership conferences. Interested schools applied for slots 3-4 months before the event, then a selection process based on a variety of components was instituted to capture students and educators who would benefit most from the program.

TARGET OUTREACH PROCESS

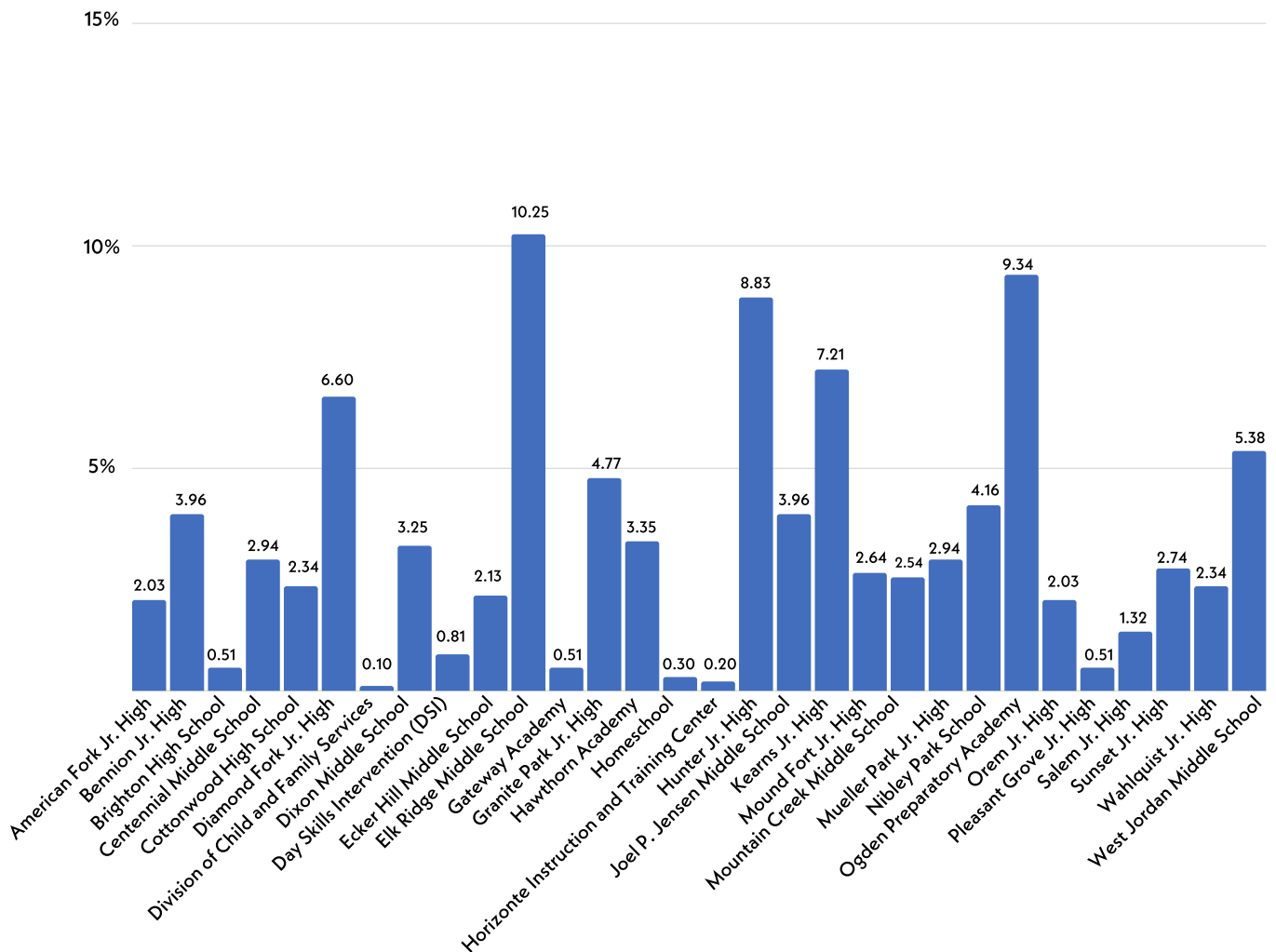


Accounting for free & reduced lunch enrollment established a targeted financial need by the percentage share of students that were enrolled in this program. As a result, students from low socioeconomic communities were prioritized. Schools of Title I status were also targeted as the MCA Division saw a benefit to aligning with federal aims and programs. Schools with a Title VI coordinator displayed efforts toward educational equity and catered specifically to the indigenous student population. The racial diversity

of each school was taken into account, by considering the total non-white student population, including students of two or more races. Finally, travel distance was also incorporated into the criteria to offset the travel burden for schools outside the Wasatch Front, thereby helping increase geographic reach. All data regarding these criteria components were gathered from the Civil Rights Data Collection from the U.S. Department of Education to ensure the information analyzed was vetted and as up to date as possible.

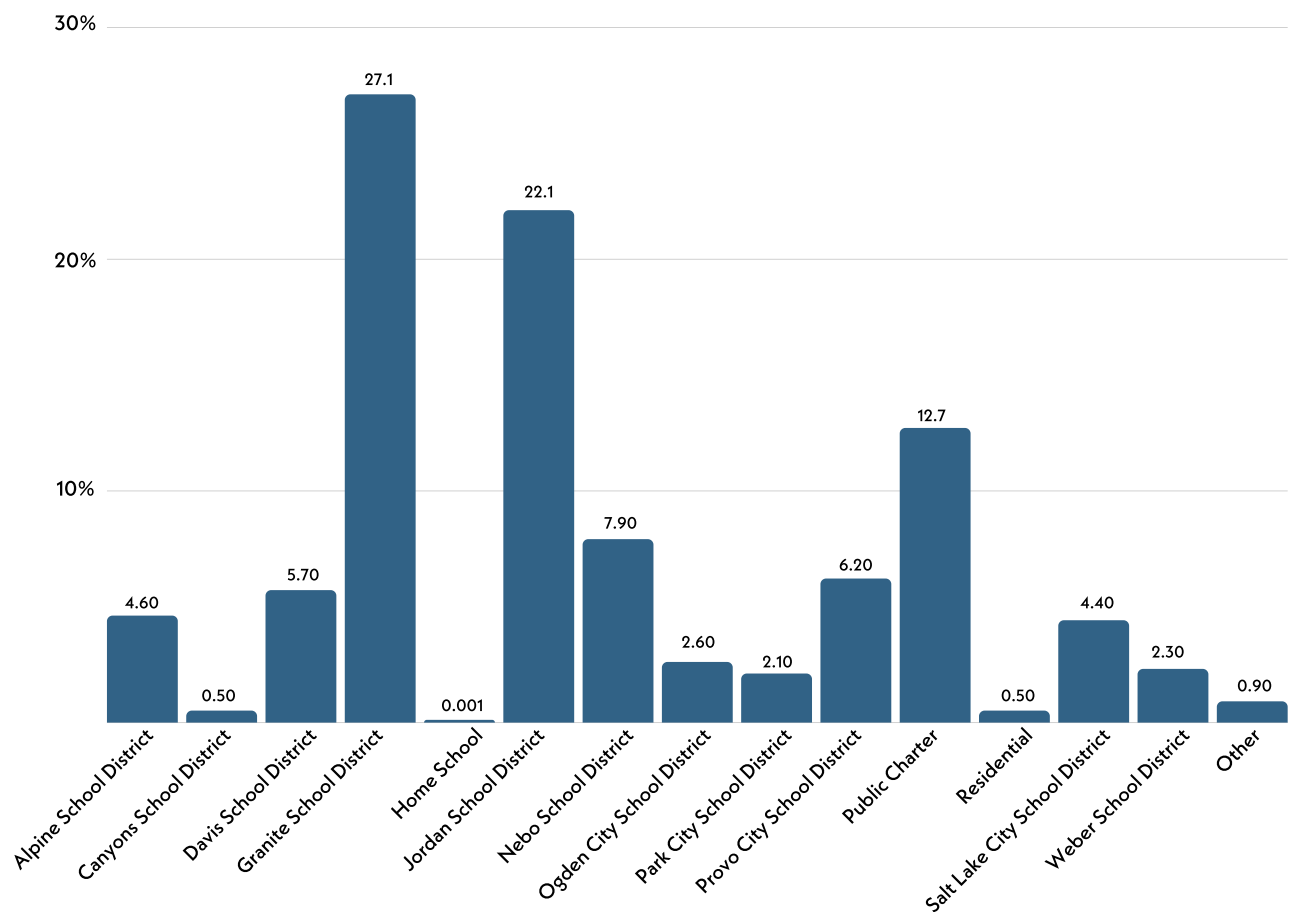
STUDENT ATTENDANCE BY SCHOOL (%)

Thirty schools attended the Leadership Summit. The event had over 1,150 students based on the seating capacity of the space. The highest contributing school towards attendance was Elk Ridge Middle School of the Jordan School District.



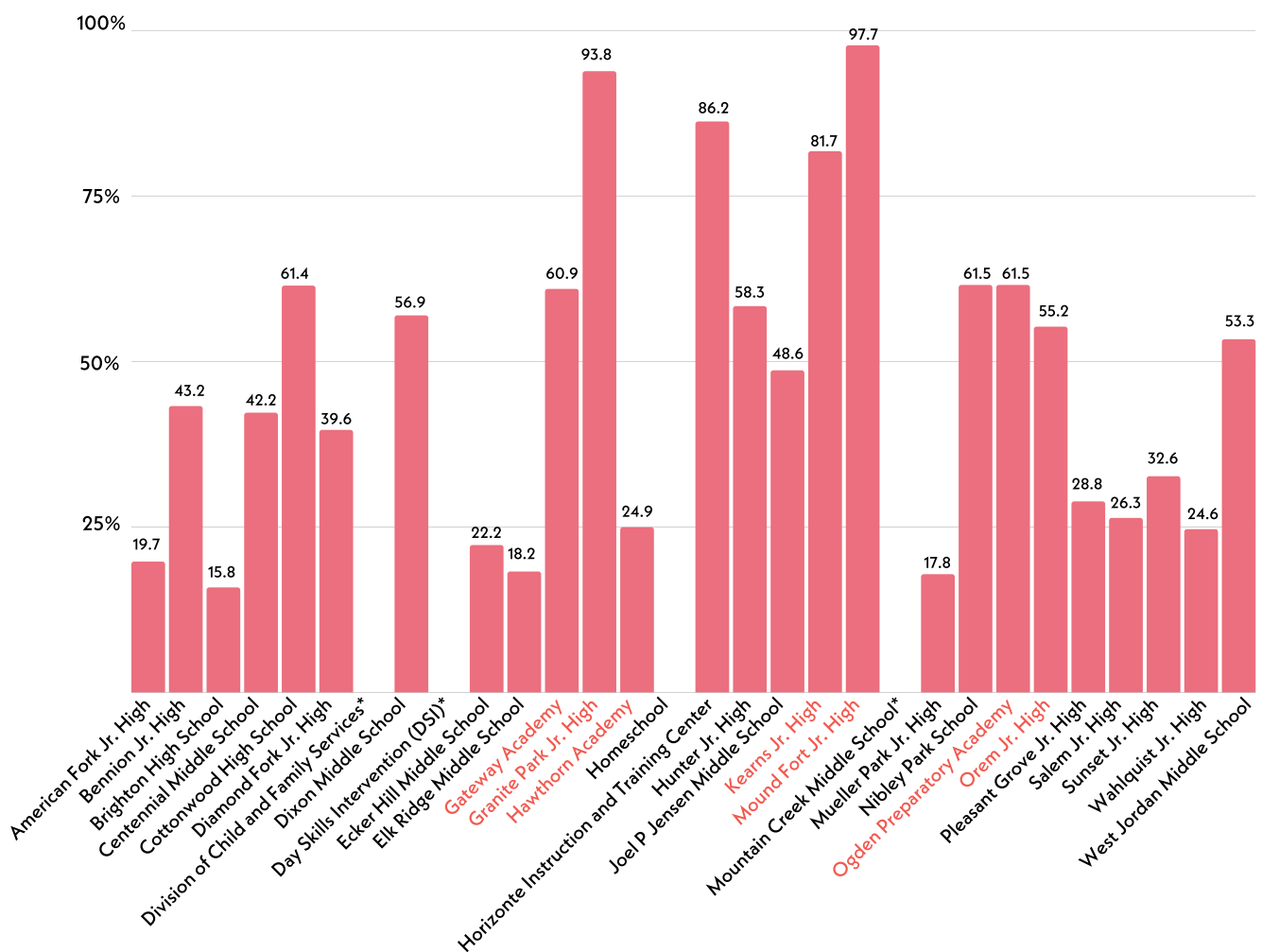
STUDENT ATTENDANCE BY SCHOOL DISTRICT (%)

Of the 30 schools who attended the Leadership Summit, there were 14 school districts or local education agencies (LEAs) who were represented. It included a wide range of LEAs such as Day Skills Intervention, Gateway Academy (a residential school for young boys), Horizonte Instruction & Training Center, and a home-school program. Overall, there was diversity in the designation of learning institutions that attended the Summit.



FREE & REDUCED LUNCH

Close to half of the 30 schools had 51% or higher percentages of students who received free and reduced lunches. Seven of the 30 schools had Title I status. With the help of taking a more targeted approach, the event displayed a strong socioeconomic diversity of students. Data was gathered from the U.S. Department of Education's Civil Rights Data Collection.

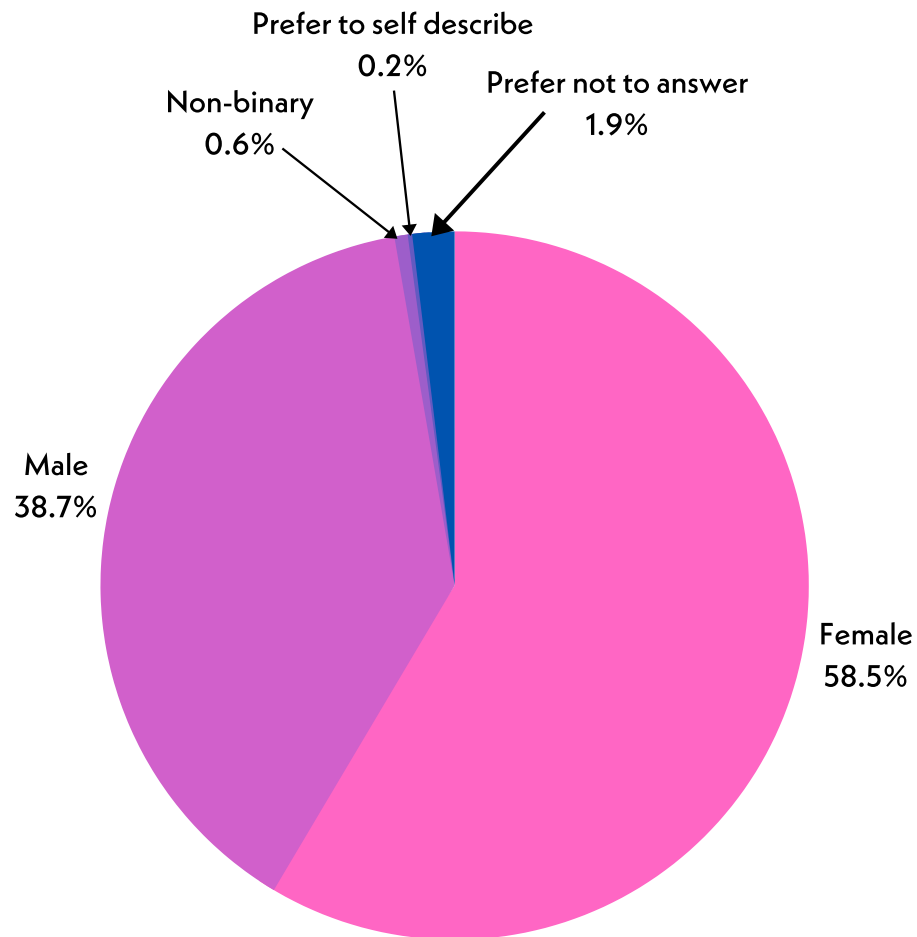


PRE-SURVEY DATA



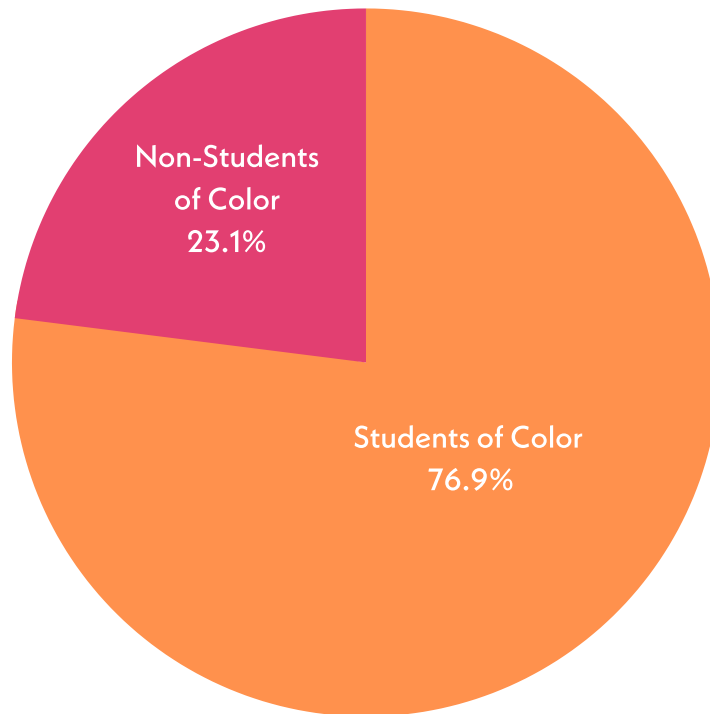
Pre-survey data was gathered through the registration portal, Eventbrite, and was a revamped process for the MCA Division. Capturing data online and through the students themselves resulted in no data entry, and according to educator feedback, students felt more invested in the event by being active participants in the registration process. This year, 991 pre-survey responses were received, as opposed to 277 in 2018. The biggest benefit to transitioning to an online survey was a 357.8 percent increase in survey participation from 2018 to 2019.

GENDER



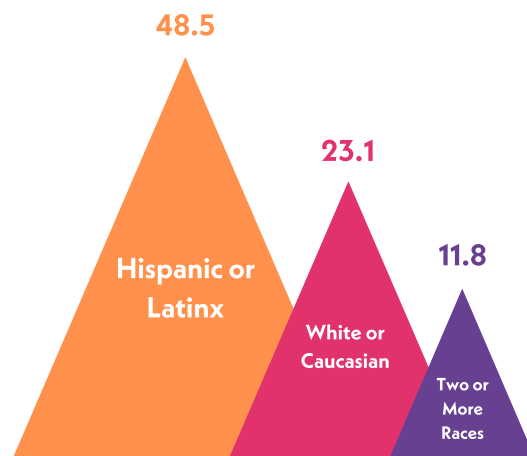
In past evaluations, students reported a desire for more inclusivity in the pre-survey questions, especially the gender question. From this, action was taken and for 2019 the gender question included a self-describe and non-binary option. As can be seen, the majority of students identified as female. By this, the MCA Division can use this data to encourage a pipeline to college and career access for those that identify as females in male-dominated industries such as STEM or emergency response fields (Insider, 2019).

RACE & ETHNICITY



***Percentage of students who were students of color**

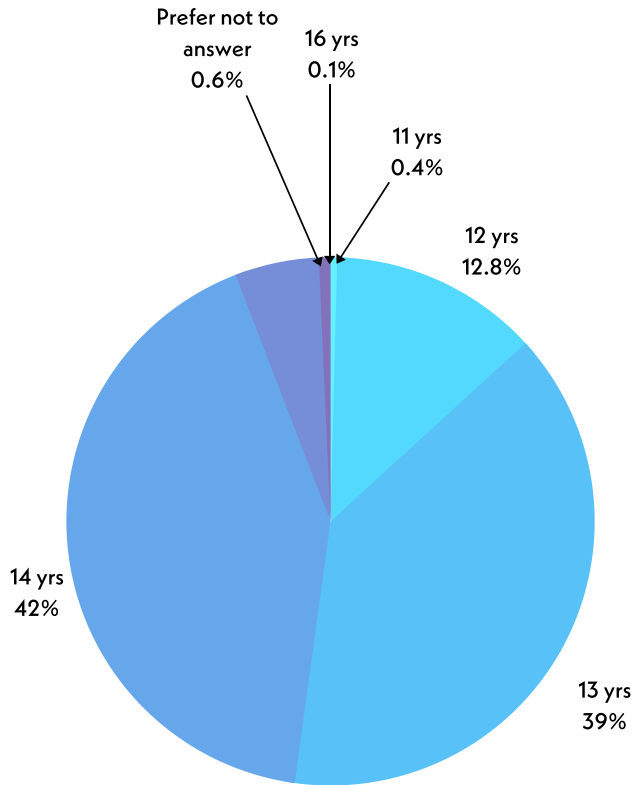
General demographics were also gathered, and 76.9% of students that registered were students of color. The three most represented races/ethnicities were Hispanic or Latinx, White or Caucasian, and two or more races. Those of two or more races ranged from identities such as Asian, Native American, Pacific Islander, and African American. These figures will allow the Division to better understand how events may resonate differently with students who experience intersectionalities of identity and culture.



***The three most represented races/ethnicities**

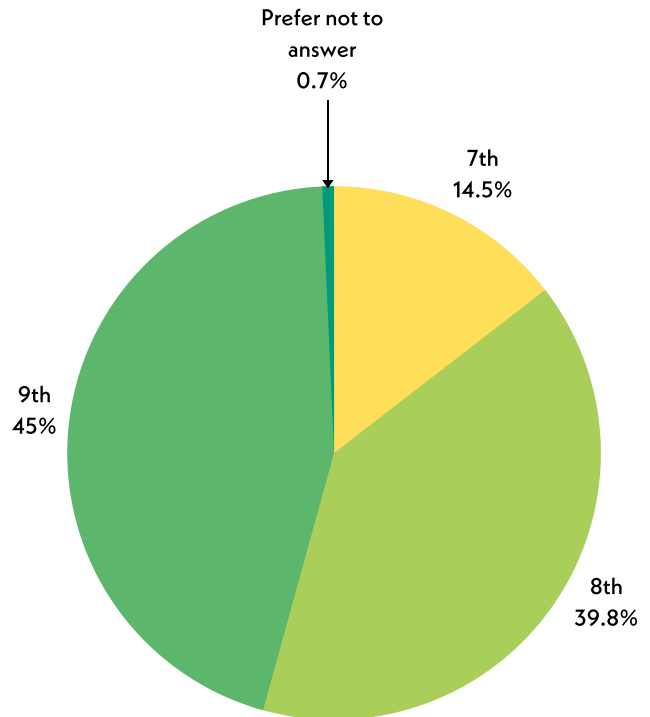
AGE & GRADE

AGE



The majority of the students in attendance were on the older side of the junior high/middle school age and grade range, with over 80% being in the 8th and 9th grade and over 85% being between the ages of 13 & 14. The aforementioned ages and grades mark a pivotal transition in the students' lives, where they are starting to think about post-high school plans.

GRADE

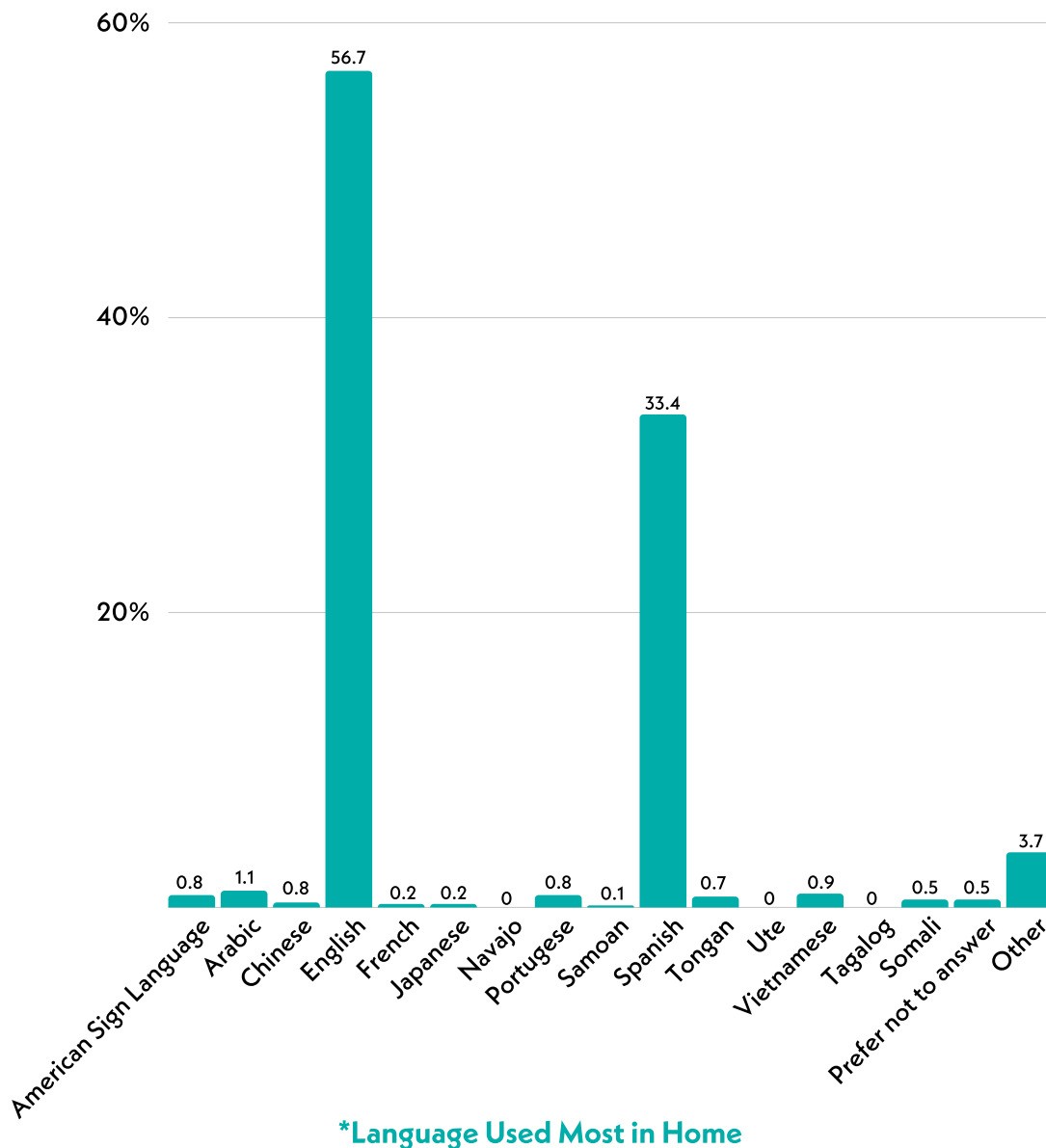


Students who are transitioning from junior high/middle school and those who are entering high school may find themselves thinking more about college and career readiness, and so it is important that the Division continue to provide information and resources that are relevant to this transition, and that evaluate the age range of programming to be able to do so.

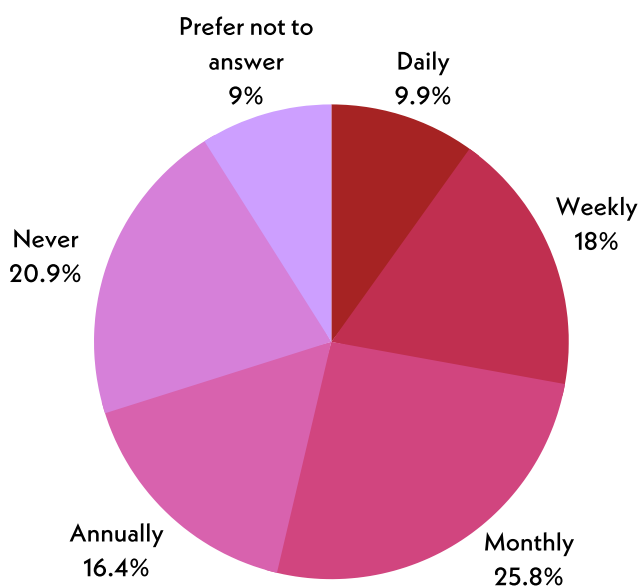
LANGUAGE

Although, a majority of the students spoke English in their homes, it is important to be mindful of language and literacy access across event material, presentations, resources, and follow up strategies, especially for those students who may have learning or language disabilities, or even parents who need to access information. The Division emphasizes that the students' exposure to

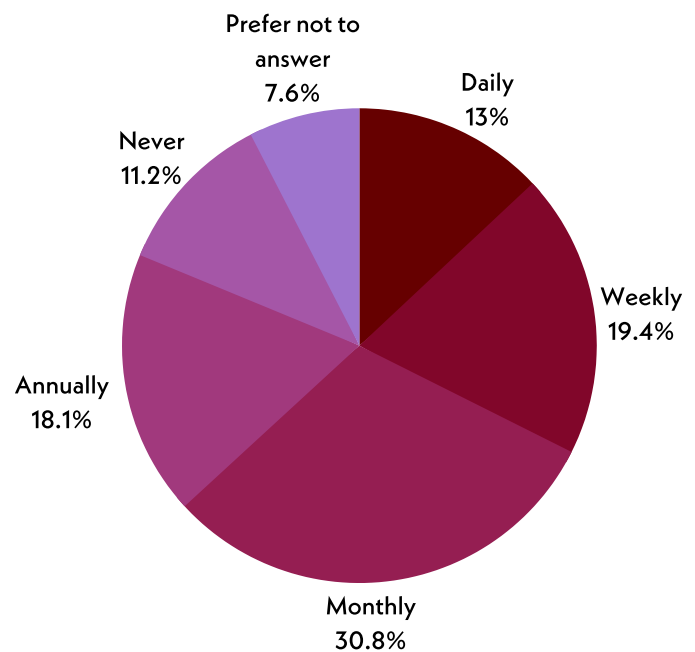
to multiple languages in their homes, and that knowing two or more languages is a benefit to them because their language and communications skills are more expansive (American Speech-Language - Hearing Association). For example, a child with a more expansive word bank can find multiple ways to communicate a concept or word, allowing them to thrive in diverse settings.



CTE & COLLEGE DISCUSSIONS



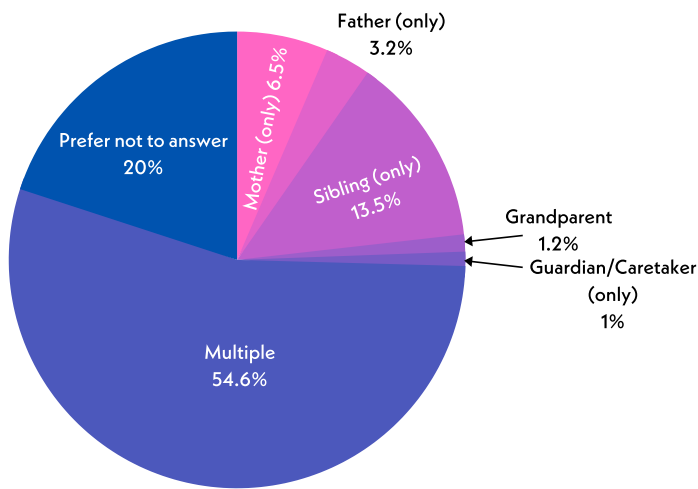
***Frequency of Career and Technical Education Discussions between Student and Parent/Guardian**



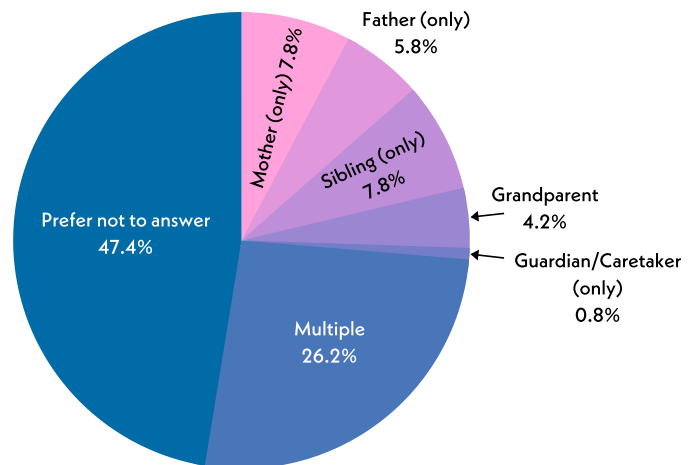
***Frequency of College Discussions between Student and Parent/Guardian**

The figure above displays the frequency of college and career and technical education (CTE) discussions that students had with parents or guardians. According to the data gathered, many students were having regular dialogue regarding both learning environments, but there were more students at 20.9% that had never discussed CTE than those who had never discussed college at 11.2%. The Division hopes to use this data to extend more resources for students to engage in CTE programs and emphasize that academic success comes in many forms.

HIGH SCHOOL & COLLEGE GRADS IN FAMILY



High School Graduates in Family

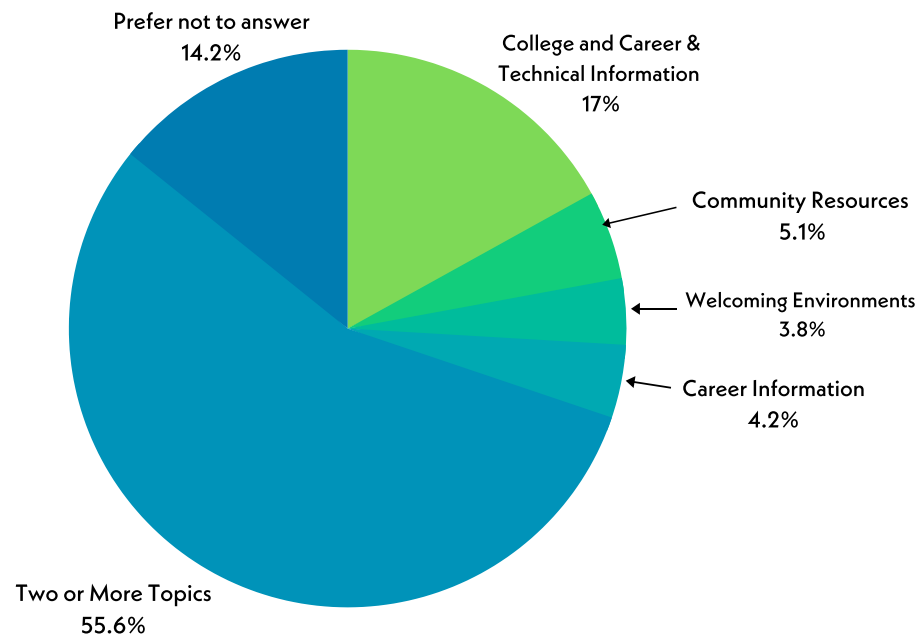


College Graduates in Family

Another signature change to the survey included a question asking for information on the students' family's educational background. The data revealed that mothers were typically the parent/guardian to earn a college degree and complete high school as compared to fathers. This is an area that the Division may explore to centralize efforts to encourage young

men of color to pursue higher education and address the high percentage of them affected by the school-to-prison pipeline. The overall goal is to encourage all of scholars, especially first-generation students, to complete high school and pursue higher education so that they influence their communities and families in a positive manner.

IMPORTANT TOPICS TO STUDENTS



This figure captures what topics were important to students in regards to higher education pathways which include:

- 1 College and CTE Information: encompassing things such as applications, scholarships, and SAT/ACT Prep
- 2 Community Resources: capturing resources such as mental health services, libraries, museums, summer programs, financial literacy, and community service
- 3 Welcoming Environments: defined as "safe spaces to be yourself" and the ability to express opinions and likewise respect them
- 4 Career Information: included internships, resume-building, mentorships, and job shadowing

The purpose of gathering this information is to direct further programming to align with students' interests and needs. Moving forward, the Division will incorporate more CTE resources as a relatively high percentage of students identified it as one of the most interesting and important topics.

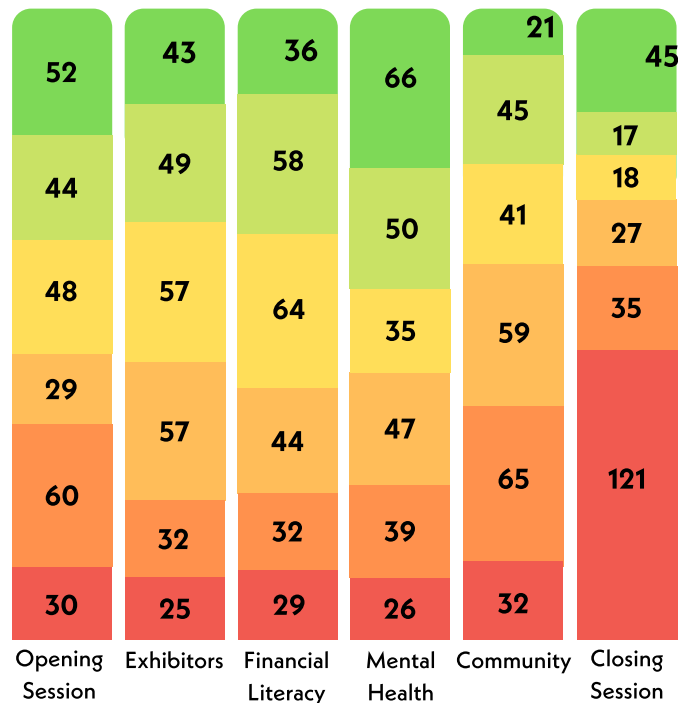
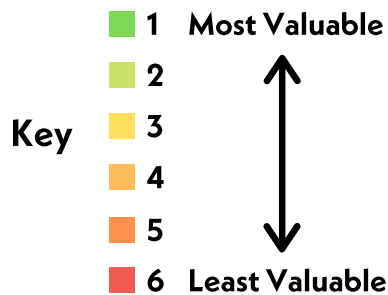
POST-SURVEY DATA



This year, the post-survey was distributed online. To increase participation, students were offered incentives in the form of gift cards and educators were offered a meet-and-greet luncheon for them and the cohort of students that attended the Leadership Summit.

MOST VALUABLE SESSIONS

Students were asked to rank the sessions based on how valuable they were from 1 to 6.

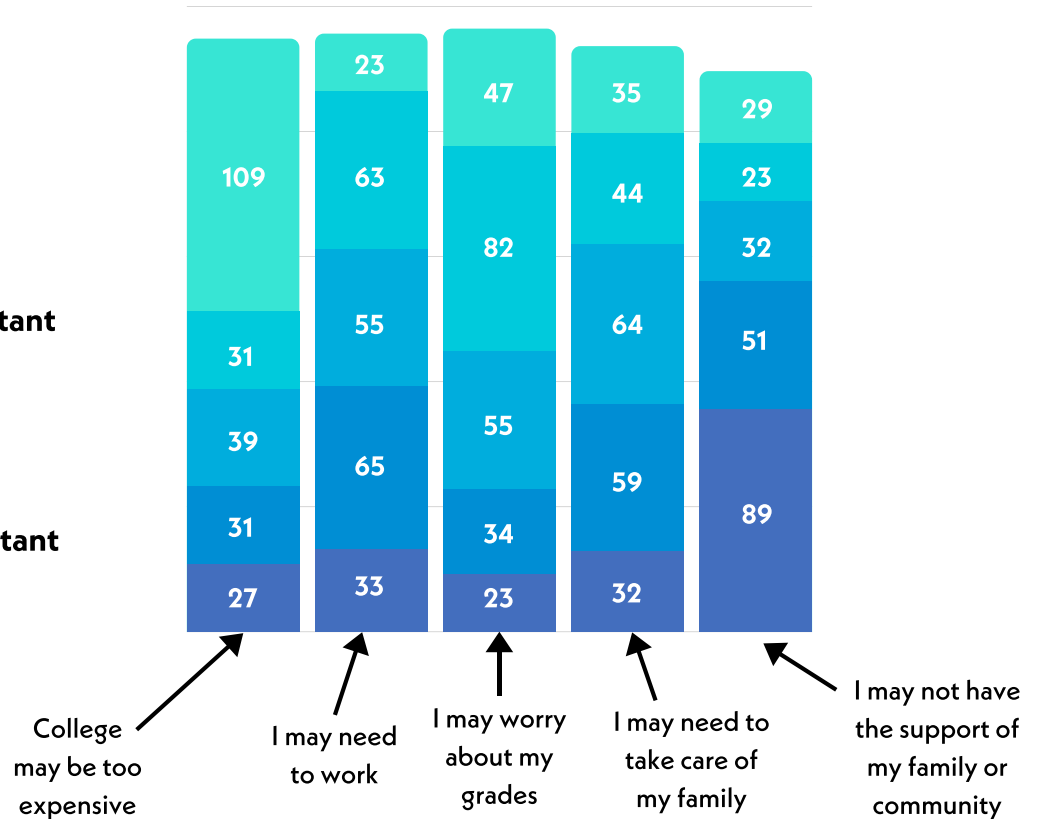
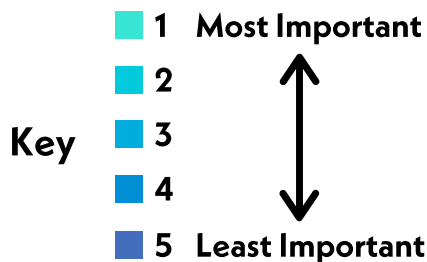


Engagement levels between the Opening Session, the Closing Session, and the four breakout sessions; Networking with Exhibitors, Financial Literacy, Mental Health, and Service & Volunteerism, were gathered. Intentional effort was placed in making the sessions more interactive through performances, affirmation exercises, and an art installation. Of the four breakout sessions, the top three sessions in terms of value and interest were: Mental Health, Networking and Exhibitors, and Financial Literacy. Mental health and awareness proved to be a very important topic for this cohort of majority students of color. In this, the event will continue to address this topic in the future. Later in the survey, students

reported that they enjoyed the mental health breakout session the most because they were given tools to manage stress at school and in relationships. Tracy Williams, a local collaborating artist to the event, managed an art installation focused on helping students learn how to express their feelings and promote positivity and motivation. This prepared students for the topics presented in the breakout session because they had been given time to reflect on their personal mental health through a creative outlet. This was also complementary to Lieutenant Governor Cox's opening message of resiliency during trying times and using your voice and story for uplifting others.

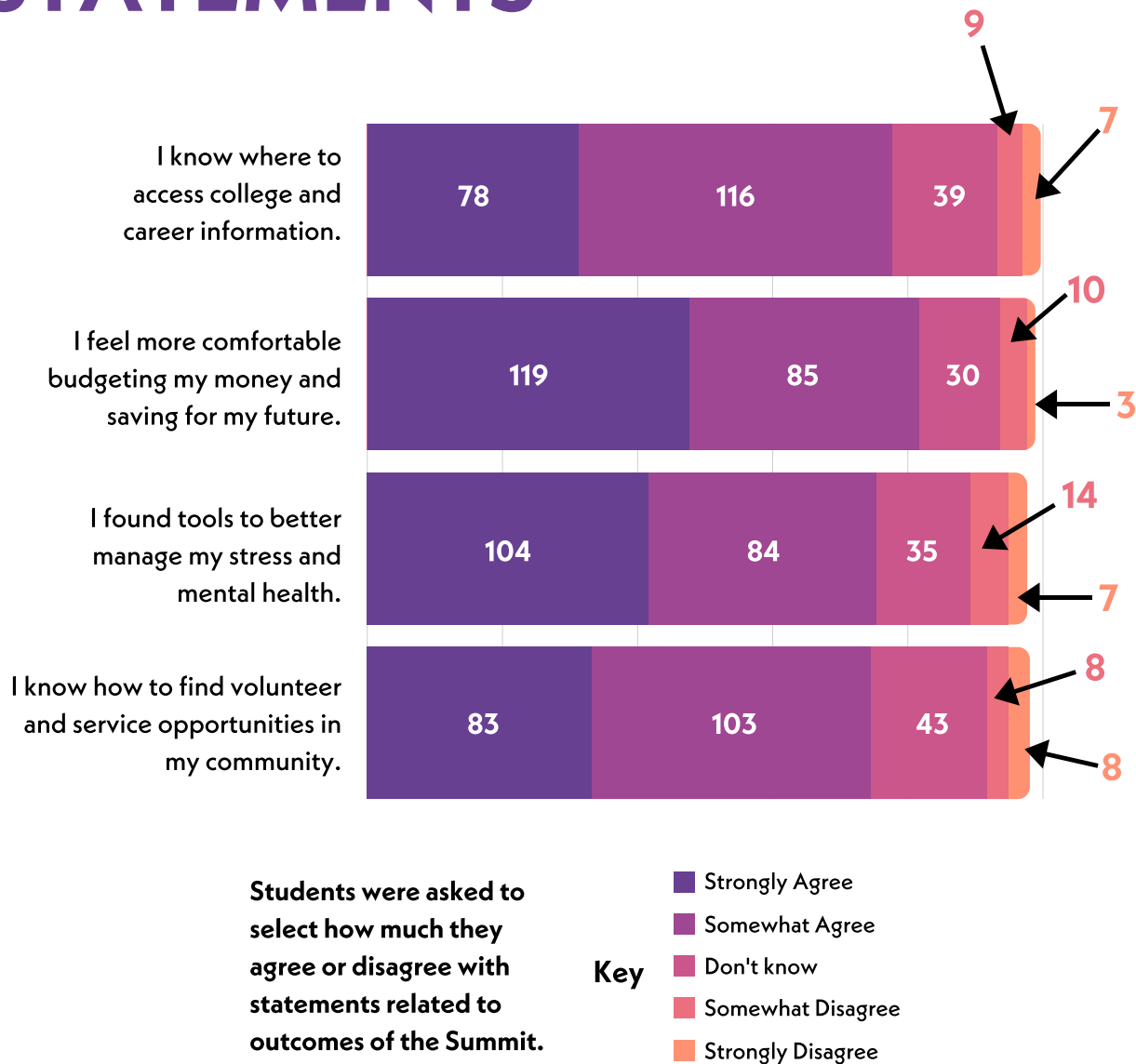
CONCERNS ABOUT GOING TO COLLEGE

Students were asked to rank their concerns they might have about going to college from 1 to 5.



One of the major tenets of this event is college and career readiness. Therefore it was important to understand what some of the barriers or challenges students may face in pursuing higher education. In analyzing the results of the question, "What are concerns you have about accessing or going to college?", the top concern students had was "college may be too expensive." So, in moving forward the Utah Division of Multicultural Affairs will prioritize having additional resources and information about financial aid. Additionally, sponsors and partners will be briefed in elevating the financial literacy component of the event.

AGREE/DISAGREE STATEMENTS



Lastly, students were asked to rate the four statements shown in the figure above based off of their Leadership Summit experience. The four breakout sessions addressed access to college and career information, financial literacy (budgeting, saving for colleges), mental health, and service and volunteerism. Overall, students felt more comfortable budgeting their money and saving for their future, with being more comfortable managing their mental health being next in line.

RECEPTION



While quantitative data is invaluable, the heart of this event lies in the qualitative experience. The overall reception of the event was positive and constructive. With 30 schools represented and over 1,200 participants (educators included), the climate was very high energy. Through online surveys, the Division was able to gather those emotions via free responses.

STUDENT QUOTE

"I enjoyed hearing from each of the speakers especially the students and how they struggled but ultimately succeeded. I also liked learning not only about college but also ways that I can pay for it/programs that will help me pay for it."

STUDENT, BENNION JR. HIGH



Young scholars were presented with relatable stories and opportunities to see a broad scope of success, reminding them that representation matters. Responses like the one above affirms that this event not only inspired students, but also equipped them resources.

EDUCATOR QUOTE

"I love that students get to be around others who have similar backgrounds and see role models. They get to see themselves as leaders!"

SANDY CACERES, SCHOOL
COUNSELOR DIAMOND FORK JR. HIGH



Educators were a vital asset to student participation. The quote above reiterates that youth of color need role models that represent them in order to not only visualize success, but plan for it.

[illegible]

Students understood the value of the breakout session topics and the importance in investing in themselves. The Division of Multicultural Affairs commits itself to these scholars and to the realization of their potential. Moving forward, the Division will continue to foster relationships with key stakeholders such as educators, community leaders, and organizations, who can provide the advisory arm and direction needed to empower the youth of today to become the dynamic leaders of tomorrow.